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The cost of the different grades of pine lumber will have to be ascertained by them, as a rather poor quality will be used for the sides of the bed, while a good quality is necessary for the sash.

The Seventh and Eighth grades will make detail drawings of one of the sash, drawing the mortise and tenon joints in isometric projection.

The members of the Pedagogical School will make light, portable easels and folding stools to be used for outdoor sketching. The easel consists of three round sticks of pine or spruce, ¾ inch in diameter and 4½ feet to 5 feet high, with a light ferrule at each end. The three sticks are joined together at one end by screw-eyes, large enough and so placed as to allow the sticks to be spread apart or closed together. At the lower end a short spike is made by driving in a 2½-inch wire brad to within about ½ inch of its head, and then filing off the head.

The drawing-board or canvas frame may be held either by resting it on hooks screwed into the sticks of the easel, or by suspending it by hooks to screw-eyes.

The folding stool will be simply a light three-legged stool of convenient height with a triangular canvas top.

The drawings given in this number of the COURSE OF STUDY are of pieces being made by pupils of the Pedagogical School and High School. The designs are partly the work of the students and partly suggestions of the art and manual training departments.

As a rule, work of this kind is done optionally, outside the regular class periods, as that time is usually taken up with work more directly connected with the school-work.

Physical Training

Carl J. Kroh Caroline Crawford

General Work

Outline for School Study: For the general teacher the preventive side of physical training is of the greatest importance. The present situation regarding the teaching of body development is such that what might be accomplished directly in physical development is overcome by the failure in the schoolroom to present an environment which prevents physical debility. The teacher should be intelligent regarding both the child and his environment. The two are equally important, if the child is confined to the school several hours each day. The following outline is given as a guide for the teacher's study. It is not to be considered complete:

I. The child.

1. Nutrition.
(a) Air, quantity and quality.
(b) Water, quantity and quality.
(c) Food, quantity and quality.

The description for the study of nutrition is included in the March outline and in the second part of the present outline.

2. Normal body for age.
(a) Study of measurements.
(b) Laws of growth and development.
(c) Physiology of bodily exercise.

3. Physical defects.

The photographs show defects which are both the result of the environment and also of the failure on the part of the teacher to understand the effect of gravity on the body in standing and sitting.

4. Senses.
(a) Eyes.
(b) Ears.

Diagnosis of abnormal organs is not required, but the abnormal sense should be recognized, and means taken to have the best possible condition produced. As the throat plays so important a part in reading and singing, the same treatment applies to it as to the eyes and ears.

5. Application of the laws of growth and development.
   (a) Work.
   (b) Fatigue.
   (c) Rest.
   (d) Recuperation.
6. Standing.
   (a) Analysis of position.
   (b) Muscles used in standing.
   (c) Effect of gravity on body when standing.
7. Position of body for motor-work.
   (a) Reading.
   (b) Writing.
   (c) Singing.

II. The environment—school hygiene.
1. Location of building—soil.
2. Seating.
3. Heating and ventilation.
4. Lighting.
5. School diseases: (a) contagious; (b) chronic; (c) nervous.

Outline for Home Study: NUTRITION. The object of this study, fragmentary as it must be, is to obtain some data that will assist both the teacher and the mother in guiding the growth and development of the child. It is hoped in time to extend the study to numbers sufficient to overcome the source of error.

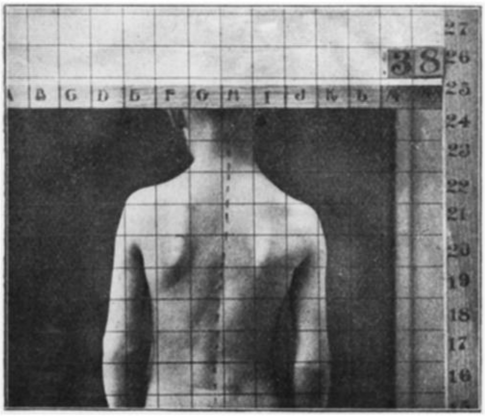

FIG. 1.
Showing common defects of low shoulder and incipient spinal curvature.

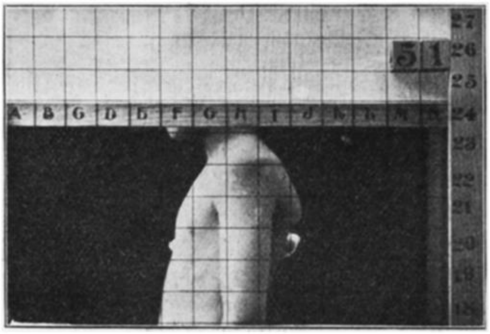

FIG. 2.
Showing resulting defects of careless standing.

Diet Tables:* The tables are given for future reference in comparing diet lists with calculated averages:

AGE.	PROTEID.	FAT.	CARBOHYDRO.*
	grams. oz.	grams. oz.	grams. oz.
5 yrs.	56 = 2	43 = 1.5	145 = 5.1
8–9	57.44=2.05	45 = 1.6	150 = 5.3
12–13	67.56=2.4	48 = 1.7	245 = 8.7
14–15	79 = 28	48 = 1.7	270 = 9.6

Diet List: (If food is taken more than four times daily, note time and quantity in space marked extra. Keep record for five consecutive days.)

DATE. ....

TIME.	TIME.	TIME.	TIME.	TIME.

Illustration of method of recording:

DATE, 1901-3-1.

A. M. Time.........8 : 00				
Oatmeal, 1 tbl........				
Cream and sugar....				
Beefsteak, 1 serving.				
Bread, 2 slices.....				
Butter, 1 ball.......				
Milk, 1 cup........				

Physical Measurements: The measurements taken in March will give the winter's growth; also the result of the work that has been done during the winter quarter.

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*From Uffelman's Domestic Hygiene of the Child.

References: The references given in the February and March numbers are referred to for the first part of the outline. In addition the following list is given:

Briggs, *Heating and Ventilation; Sanitary Arrangements, etc.* (see his *Modern American School Buildings*, pp. 155-218) 1899; Burgerstein and Netolitzky, *Handbuch der Schul-Hygiene*, 1895; Burnham, *School Hygiene* (see *Pedagogical Seminary*, 1892, v. 2, p. 67; Bibliography, pp. 68-71); Cohn, *Hygiene of the Eye in Schools*, 1886; Farquharson, *School Hygiene and Diseases Incidental to School Life*, 1895; Fitz, *Bed-Posture as an Etiological Factor in Spinal Curvature*, 1898, and *Hygiene of Instruction in Elementary Schools* (Report for Amer. Physical Education, rev. v. 3, No. 4) 1898; Gardner, *Town and Country School Buildings*, 1888; Massachusetts Board of Health, *Home Hygiene* (see Tenth Annual Report, 1879, pp. 87-109, Nineteenth Annual Report, 1887, Thirtieth Annual Report, 1898); Newsholme, *School Hygiene*, 1894: *Communicable Diseases in Schools*, pp. 116-130, *General Principles of Ventilation*, pp. 21-45, *School Furniture*, pp. 12-16, *Site of School and Construction of School Buildings*, pp. 3-11; Parkes, *Practical Hygiene*, 1883, v. 1; Scudder, *Special Report on Seating of Pupils in the Public Schools* (School Doc. No. 9), 1892; Uffelman, *Domestic Hygiene of the Child*, pp. 128-152; Woodbridge, *School-house Warming and Ventilation* (see Connecticut Education, Board of, Report, 1898, pp. 337-364).

Organization of a Library

Irene Warren Frances Simpson

Classification

The two systems of classification which have been most carefully worked out are the Cutter Expansive System and the Dewey Decimal Classification. Any plan of classification must of necessity be arbitrary. The Decimal Classification is outlined below because it is the one used in the Chicago Institute library. Some changes have been made to meet the requirements of this library. There are certain points in the printed scheme which are open to criticism. This is somewhat due to the rapid development of certain subjects. The strong pleas made for it, however, are that it is relative and expansive.

All knowledge, according to this classification, is divided into ten general subjects, as follows:

000.	General Works.
100.	Philosophy.
200.	Religion.
300.	Sociology.
400.	Philology.
500.	Natural Science.
600.	Useful Arts.
700.	Fine Arts.
800.	Literature.
900.	History.

Each of these is again divided into ten subdivisions. For example, the following is the second subdivision of the Natural Science:

500.	Natural Science.
510.	Mathematics.
520.	Astronomy.
530.	Physics.
540.	Chemistry.
550.	Geology.
560.	Paleontology.
570.	Biology.
580.	Botany.
590.	Zoölogy.

In turn the third division divides each of these hundred divisions into ten subjects, making one thousand divisions. The following shows the divisions of one subject, 510, Mathematics:

510.	Mathematics.
511.	Arithmetic.
512.	Algebra.